



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

*SCHOOL OF SOCIAL AND CULTURAL STUDIES*

**Sociology and Social Policy**

**SOSC 111**

**Sociology: Foundations and  
Concepts**

***20 POINTS***

**TRIMESTER 1 2015**

**Important dates**

**Trimester dates:** 2 March to 1 July 2015

**Teaching dates:** 2 March to 5 June 2015

**Easter/Mid-trimester break:** 3–19 April 2015

**Study period:** 8–12 June 2015

**Examination/Assessment Period:** 12 June to 1 July 2015

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

## Class times and locations

**Lectures:** Tuesday and Thursday 10:00-10:50 am in KK LT303

**Tutorials:** There will be 9 tutorials for this course. Tutorials meet weekly beginning in week two of the trimester. Tutorial times and names of tutors will be posted on Blackboard. Students must enrol via S-Cubed; instructions will be posted on Blackboard.

Once you have committed to a particular tutorial time you cannot change unless discussed with course coordinator.

## Names and contact details

Professor Dew and Dr el-Ojeili are responsible for the administration of SOSC 111. You should direct all queries about the course to either one of them, see below. Any queries about tutorials should be addressed to:

Dr el-Ojeili, unless otherwise advised.

Dr Chamsy el-Ojeili  
Room: Murphy 1016  
Tel: 463 6740  
Email: [chamsy.el-ojeili@vuw.ac.nz](mailto:chamsy.el-ojeili@vuw.ac.nz)

Professor Kevin Dew  
Room: Murphy 1001  
Tel: 463 6741  
Email: [kevin.dew@vuw.ac.nz](mailto:kevin.dew@vuw.ac.nz)

## Communication of additional information

Any additional course information will be posted on Blackboard. You will automatically receive all Blackboard announcements as an email sent to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to forward messages received from the Victoria email system to the email address you do use.

## Prescription

This course provides an introduction to the foundations of sociological thought and their application and relevance to contemporary society. It explores key sociological concepts and debates, such as globalisation, inequality, risk, social movements, medicalisation, and technology.

## Course learning objectives (CLOs)

Students who pass this course will be able to:

1. recognise the main theoretical and conceptual areas of contemporary sociology, with particular reference to the contributions of Karl Marx, Max Weber, and Emile Durkheim (*assessed through essay one and the final examination*);
2. understand important drivers of social change (*assessed through essay two and the final examination*);
3. apply central sociological concepts to everyday issues (*assessed through essay two and the final examination*).

## Teaching format

Lectures and tutorials.

While attendance at lectures is not compulsory, students are expected to regularly attend the lectures.

There are 9 tutorials for this course and students are expected to attend at least 6 of them. Tutorials start in week 3. Details about tutorial classes will be available at the first lecture. Enrolment for tutorial classes will be done using the S-Cubed system. To gain full value from the course you should attend all lectures and tutorials.

## Tutorials

Tutorials commence in the **third** week of term, the week beginning March 16. You will select a tutorial using the S-cubed online tutorial system. This can be accessed by going to **Student Records**. You will be able to change your tutorial until the end of the second week of trimester. After this time it is expected that you remain in the tutorial selected. If for any reason you must change **please talk to Dr el-Ojeili** - do not just turn up in another tutorial.

The tutorial programme is designed to complement the lecture series and is an opportunity for student discussion. You will also be provided with advice on essay writing in your tutorials sessions.

It should be noted that tutorials are *compulsory*. You must attend at least 6 out of 9 of the tutorials as part of mandatory course requirements. If you do not attend the minimum 6, you will have to submit reading notes (from the book of readings) to your tutor for the compulsory sessions you have missed.

### Tutorial topics for week beginning:

- |             |  |
|-------------|--|
| 1) March 16 | Introduction – What is Sociology?            |
| 2) March 23 | Readings Block One and Preparation Essay one |
| 3) March 30 | Readings Block One and Preparation Essay One |

### **April 3-April 19 Mid-Trimester Break**

- |             |  |
|-------------|--|
| 4) April 20 | Readings Block Two and Preparation Essay Two           |
| 5) April 27 | Readings Block Two and Preparation Essay Two Continued |
| 6) May 4    | Readings Block Three                                   |
| 7) May 11   | Readings Block Three Continued                         |
| 8) May 18   | Readings Block Four                                    |
| 9) May 25   | Readings Block Four Continued                          |

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. submit Essays 1 and 2
2. sit the final course examination
3. attend at least 6 of 9 tutorials.

## Workload

The expectations are that students will work 10 hours per point, therefore a 20-point course equates to 200 hours over the trimester. This includes scheduled contact time, individual or group study, and work on assessment tasks.

## Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	Essay One 2000 words	20%	1	20 April 2015
2	Essay Two 2000-2500 words	30%	2,3	15 May 2015
3	Final Exam (2 hours)	50%	1,2,3	Exam period 12 June to 1 July 2015

### Essay 1:

**Weighting 20%**

**Word Limit: 2000 words**

**Due Date: Monday 20 April 2015**

Course learning objective 1

One of the main objectives of this course is to introduce you to some of the main theories in Sociology. This essay is about one of the major theorists – Marx, or Weber, or Durkheim. We have given you a choice of topics plus a list of primary and secondary readings.

Choose **ONE** of the following three topics:

#### **EITHER**

##### **Marx**

'Alienation' was a central concern for the young Karl Marx. Discuss the dimensions of this alienation in connection to Marx's critique of capitalist society, and comment on the contemporary relevance of this concept.

#### **OR**

##### **Weber**

One of Weber's key concepts was that of 'rationalisation', by which he meant the eradication of mystery and emotion from everyday life and their replacement by rational calculation and control. Examine the contribution which Weber attributed to 'the Protestant ethic' in this process.

#### **OR**

##### **Durkheim**

A central focus of Durkheim was on the transition from mechanical to organic solidarity as societies entered modernity by means of an increasingly complex division of labour. Describe Durkheim's thinking about this transition, and discuss his concept of anomie, which he associated with these changes.

### Essay 2

**Weighting 30%**

**Word Limit 2000 – 2500 words**

**Due Date: Friday 15 May 2015**

Course learning objectives 2 and 3

This essay is based on lectures and reading in Block Two of the course– What causes social change?

Choose **ONE** of the following essay topics:

"Globalisation is a myth". Critically discuss.

Describe the main features of the shift from modernity to postmodernity.

Discuss what is meant by medicalisation and in what ways we can consider diseases to be socially constructed.

Merton discussed four norms of science that would demarcate science from the influence of political, economic and other social interests. Describe these norms and discuss challenges to them.

## **Final Examination**

**Weighting 50%**

### **Duration 2 hours**

**Date: between 12 June to 1 July 2015**

Course learning objectives 1, 2 and 3

The Final Examination is compulsory and is a 'closed book' examination, day and time will be confirmed after the mid-trimester break. Information about the final examination will be discussed in the final lecture.

## **Submission and return of work**

You must submit your written work in two ways.

1. Submit written work electronically through Blackboard at or before 4pm on the due date. Your assignments will be submitted to Turnitin via a link on Blackboard. Please use the electronic cover sheet found on Blackboard.
2. Submit a paper copy to the assignment box at the SACS Office, Level 9, Murphy Building, by 4pm on the due date.

Your paper copy should include:

- a. a completed SOSC111 cover sheet
- b. a printed receipt to show that you have submitted your assignment electronically to Turnitin via Blackboard.

Your essay **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. The Assignment Box is cleared at 4pm every day. All work is date-stamped, recorded and then handed to the appropriate markers.

Marked assignments not collected in lectures or tutorials can be collected at the Murphy 9th floor reception desk, between **2.00 and 4.00 pm only from Monday to Friday**.

We aim to have all assignments that have been handed in on the due date marked within two weeks of the due date.

## **Assignment Cover Sheets**

All written work submitted for assessment in Sociology and Social Policy courses must have a School Assignment Cover sheet. Copies can be located on the reception counter at the Administration Office, and on the Assignment Box, on Level 9 of Murphy building. You may wish to have a front sheet of your own, but a School Cover sheet must be used. This is critical to accurate identification and recording of your work.

## **Turnitin**

Essay one and essay two must be submitted to Turnitin as well as in hard copy. Turnitin is an online plagiarism prevention tool which compares submitted essays to material available on the web and to previously submitted essays.

## **Extensions and penalties**

### **Extensions**

Assignments are due on the dates stated. If for some serious reason you don't think you can get an essay in on time, see your course coordinator **prior** to the due date and discuss the problem. Extensions of time are not permitted except for illness, or bereavements.

### **Penalties**

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

Note: assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.

## Set texts

Each student should buy the prepared book of Student Notes from VicBooks, since ready access to and familiarity with its contents will be required throughout the course. Available from [vicbooks](#), ground floor Easterfield Building, Kelburn Parade.

## Recommended reading

Tony Bilton et al. (eds) (2002) *Introductory Sociology* (Fourth Edition) Palgrave. See also Bilton et al (1996) *Introductory Sociology* (Third Edition) Macmillan Press.

(Bilton (2002) was used in previous years so you may well find second-hand copies available).  
Beilharz, P. and Hogan, T. (eds) (2012). *Sociology: Antipodean Perspectives* (Second Edition), Oxford University Press.

Giddens, A. (2009) *Sociology* (Sixth Edition), Polity.

Gregor McLennan, Allanah Ryan and Paul Spoonley (2000/ 2003) *Exploring Society: Sociology for New Zealand Students*, Pearson Education New Zealand Ltd.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students might like to write the Class Rep's name and details in this box:

Class Rep name and contact details:
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## Student feedback

Enhancements made to this course, based on the feedback of previous students, include:

1. voluntary multi-choice quizzes will be placed on Blackboard at the end of the week for students to reinforce their learning
2. material from the powerpoint slides used in lectures will be placed on Blackboard.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)

- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

### School Contact Information

Head of School:	Dr Allison Kirkman, MY1013 Phone: 463 5676, Email: <a href="mailto:allison.kirkman@vuw.ac.nz">allison.kirkman@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine, MY1023 Phone: 463 6132, Email: <a href="mailto:hal.levine@vuw.ac.nz">hal.levine@vuw.ac.nz</a>
Māori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Phone: 463 5432, Email: <a href="mailto:trevor.bradley@vuw.ac.nz">trevor.bradley@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Phone: 463 9980, Email: <a href="mailto:russil.durrant@vuw.ac.nz">russil.durrant@vuw.ac.nz</a>
School Manager:	La'Chelle Pretorius, MY918 Phone: 463 6546, Email: <a href="mailto:lachelle.pretorius@vuw.ac.nz">lachelle.pretorius@vuw.ac.nz</a>
School Administrators:	Suzanne Weaver, Heather Day, Alison Melling, MY921, Phone: 463 5317; 463 5258; 463 5677, Email: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>
School of Social and Cultural Studies:	<a href="http://www.victoria.ac.nz/sacs">www.victoria.ac.nz/sacs</a>

### Marking criteria and essay writing

One of the main purposes of this course is to help you to develop the skills involved in writing a good essay in Sociology. The techniques are broadly similar to those you will need for your work in other courses, so we are not suggesting an entirely different approach, but there are a number of things to bear in mind when writing essays which we especially emphasise.

Tutorials are intended as the basic teaching aid in essay writing, and you can expect your tutor, who will mark the two essays during the course, to advise on this and to provide you with feedback. If you would like extra help, please ask your tutor or one of the other staff involved in the course, because we are readily available and have special contact hours when students are welcome to see us individually

The most important points in writing an essay are these:

1. Take care to write on the topic set.
2. Wide reading is essential – you can't write a satisfactory essay by simply putting together material from your textbooks.

3. While reading make notes on the topic, review your notes and decide how to organise the main themes of your essay; produce a rough draft; check the draft carefully against the topic set and make sure it is really relevant. Check also for errors of style, grammar, spelling and punctuation - reading the essay aloud will often assist in this.
4. Learn the difference between analysis and expression of your opinion - and between intellect and emotion. 'I feel...' should never be used in reference to you as the author - it is appropriate only if you are writing specifically about someone's feelings. You argue, contend, assert, and suggest...
5. Although it is important in essay-writing to express yourself in your own words you will undoubtedly find that the occasional passage in one of the books or articles you are reading says something so clearly that you decide to quote it. Usually, you would do this to clinch an argument or to draw attention to a crucial piece of evidence. **Never** use too many quotations, and avoid very long ones, but used selectively they are extremely valuable.
6. Quotations must fit grammatically, as well as substantively into an essay. Indicate deleted words with ellipses (...), and added words are placed in brackets [ ]. Do not leave quotes at the ends of paragraphs unless you have discussed the quote. A quotation cannot replace *your* discussion or analysis. Quotations longer than a few words should be indented from the margin.
7. You must indicate all quotes. **Both direct quotes and ideas taken from other authors must be referenced giving full details including the page number of the book or journal.** You should do this by including after a quotation the author's name, the date of publication and the page reference as follows... (Giddens 1982: 121). Then the full reference should be in your bibliography at the end of your essay. When in doubt it is safer to give a reference than to omit it. **Advice on preparing your bibliography appears in the section on the 'Harvard system'.**
8. As an aid to efficient handling, essays should be:
  - typed or written neatly and legibly on one side of the page;
  - if typed, use 1½ line spacing, 12 point font and you should have 2.5cm or larger page margins;
  - a copy should be made in case of mishap;
  - they should be stapled so that sheets cannot be mislaid;
  - submitted with full details of the essay, the name of your tutor and your name attached.
  - In giving your name please give full initials and don't use abbreviated first names, as these do not correspond with the records, which we have to use in identifying students.

If these instructions are not followed we cannot accept responsibility for parts of essays/complete essays being mislaid (*see also section on submission of essays in Course Outline*).
9. Since it is intended that you should build on your own experience, you may well want to include your own observations in essays as well as the material that you find in books. Such observations are extremely valuable and very often show how well you have grasped some topic. Make sure when they are included that you **give evidence** for your statements. Become critical, think about what you have observed, and avoid statements such as 'In my opinion it is obvious that...' and 'It is deplorable that...'

**Common mistakes to be aware of – and to avoid:**

- excessively long, and one-sentence paragraphs
- incomplete comparisons (both things being compared must be stated)



- use of abbreviations, colloquialisms, and slang
- use of vague phrases ('sort of', 'kind of')
- use of sweeping and unsupported generalisations ('everybody')
- failure to distinguish between the following words: its and it's, affect and effect, there and their.

### **The Harvard reference system:**

This is a simple referencing system which is easy to use for author and reader and is the one preferred by the Sociology section. If you use this system, you cite the author's surname, the year of publication and the page reference immediately after the quoted material, e.g. 'Many composers ... have attempted to return to this state of childhood grace' (Swanwick 1988: 56). With this system it is essential that the bibliography lists every work cited by you in the text. Where there are two or more works by one author in the same year, distinguish them as 1988a, 1988b. etc. Type the bibliography in the order and format of: author. initials, date, title, place of publication. Publisher.

Examples of bibliography using Harvard system:

#### **Book:**

Bauman, Z. (2004) *Identity: Conversations with Benedetto Vecchi*, Cambridge: Polity Press.

#### **Edited Book**

McLellan, D. (ed) (1977) *Selected writings: Karl Marx*, Oxford: Oxford University Press.

#### **Chapter in edited Book**

Pearson, D. (2003) 'Am I a New Zealander', in M. Hyrd & G. Pavlich (eds) *Sociology for the asking*, Melbourne: Oxford University Press.

#### **Journal Article:**

Shaw, R. (2008) 'Rethinking reproductive gifts as body projects', *Sociology* 42(1): 11-28.

#### **Website**

Kearl, M. (2009) *A sociological tour through cyberspace*, viewed 9 June 2009, <http://www.trinity.edu/~mkearl/index.html#in>

*A final piece of advice: Always keep a photocopy of any work submitted.*

If you work on a computer, keep a backup copy on a separate disc. Time extensions will not be granted for 'losing' the only copy of your essay when your computer 'eats' it.

## MARKING CRITERIA

<b>Description &amp; Coverage of Essay Topic</b>	<b>Excellent (Range: A+ to A; 85-100):</b> Concise and thorough description of key themes; synthesizes across readings where appropriate.	<b>Very Good (Range: A- to B; 70-84):</b> Concise and thorough description of key themes; occasional synthesis across readings.	<b>Satisfactory (Range: B- to C-; 50-69):</b> Adequate description of key themes; misses opportunities for synthesis across readings.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
<b>Organisation</b>	<b>Excellent (Range: A+ to A; 85-100):</b> Clear outline of essay including a thesis statement and organisational sentences; follows organisational plan through to the end of the essay.	<b>Very Good (Range: A- to B; 70-84):</b> Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	<b>Satisfactory (Range: B- to C-; 50-69):</b> An outline of the essay including a thesis statement and organisational sentences are present, but demonstrates difficulty pulling the organisation through to the end of the essay.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Inadequate organization of ideas and arguments.
<b>Expression &amp; Argumentation</b>	<b>Excellent (Range: A+ to A; 85-100):</b> Makes an argument clearly supported by appropriate evidence.	<b>Very Good (Range: A- to B; 70-84):</b> Makes an argument and attempts to support with evidence.	<b>Satisfactory (Range: B- to C-; 50-69):</b> The argument is not clear <b>OR</b> the argument is not supported adequately with evidence.	<b>Unsatisfactory (Range: D to E; 0-49):</b> No argument made <b>AND</b> where assertions made are not supported with evidence.
<b>Insight &amp; Interpretation</b>	<b>Excellent (Range: A+ to A; 85-100):</b> Logical interpretation or application of themes in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Very Good (Range: A- to B; 70-84):</b> Logical interpretation or application of themes, but not adequately discussed in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Satisfactory (Range: B- to C-; 50-69):</b> Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical frameworks/course concepts and readings.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Insufficient interpretation or application of themes; <b>AND</b> fails to set the essay in context of examples or theoretical frameworks/course concepts and readings.
<b>Style</b>	<b>Excellent (Range: A+ to A; 85-100):</b> Clear and accurate writing; error free.	<b>Very Good (Range: A- to B; 70-84):</b> Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors.	<b>Satisfactory (Range: B- to C-; 50-69):</b> Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	<b>Unsatisfactory (Range: D to E; 0-49):</b> Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.
<b>Bibliography &amp; Referencing</b>	<b>Excellent (Range: A+ to A; 85-100):</b> Contains proper and consistent citation and a complete bibliography.	<b>Very Good (Range: A- to B; 70-84):</b> Contains proper citation and a complete bibliography; some consistency errors.	<b>Satisfactory (Range: B- to C-; 50-69):</b> Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	<b>Unsatisfactory (Range: D to E; 0-49):</b> No references are used and no bibliography is included.

Based on rubric by Angela M. Eikenberry, 2006; Modified by Patricia Nickel and Sandra Grey, 2008

## SOSC 111 – LECTURE SCHEDULE 2015

<b>3 March</b>	<b>(1)</b>	<b>Introduction to SOSC 111 – Administration &amp; Overview</b>
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<b>Block One –</b>	<b>How and Why Did Sociology Develop?</b>
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<b>5 March</b>	<b>(2)</b>	<b>Pre-classical Sociology/What is Social Theory</b>
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**Reading for Tutorial:**

Willis, E. 1993 "Introduction: in *The Sociological Quest*"

**Additional Readings:**

Furze, B. et al. *Sociology in Today's World*, Chapter 1

Gubbay, J. et al. *The Student's Companion to Sociology*, Chapter 4 and 5

McLennan, G. et al *Exploring Society*, Chapter 1

Morrison, K. *Marx, Durkheim, Weber*, Chapter 1

O'Donnell, M. *Classical and Contemporary Sociology*, Chapter 1

<b>10 March</b>	<b>(3)</b>	<b>The Coming of Modernity</b>
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**Reading for Tutorial:**

Harrington, A. 2005. "Classical Social Theory, I: Contexts and Beginnings"

**Additional Readings:**

Bilton, T et al. *Introductory Sociology*, Chapter 2

Matthewman, S et al. *Being Sociological*, Chapter 2

McLennan, G. et al. *Exploring Society*, Chapter 2

Morrison, K. *Marx, Durkheim, Weber*, Chapter 1

Swingewood, A. *A Short History of Sociological Thought*, Chapter 1

<b>12 March</b>	<b>(4)</b>	<b>Marx</b>
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**Reading for Tutorial:**

Ray, L. from *Theorizing Classical Sociology*

**Additional Readings:**

Avineri, S. *The Social and Political Thought of Karl Marx*  
 Bottomore, T. *Karl Marx*  
 Collins, R. and Makowsky, M. *The Discovery of Society*  
 Craib, I. *Classical Social Theory*  
 Giddens, A. *Capitalism and Modern Social Theory*  
 Hughes, J. A, Martin, P. J., and Sharrock, W. W. *Understanding Classical Sociology*  
 Lichtheim, G. *Marxism*  
 McLellan, D. (ed.) *Karl Marx: Selected Writings*  
 McLellan, D. *Marx*  
 McLellan, D. *Karl Marx*  
 McLellan, D. *The Thought of Karl Marx*  
 Morrison, K. *Marx, Weber, Durkheim*  
 Ritzer, G. *Sociological Theory*  
 Worsley, P. *Marx and Marxism*  
 Zeitlin, I. *Ideology and the Development of Sociological Theory*

**17 March (5) Weber**

**Reading for Tutorial:**

Collins, R. and Makowsky, M. 2005. *The Discovery of Society*

**Additional Readings:**

Albrow, M. Max Weber's Construction of Social Theory

Bendix, R. Max Weber

Collins, R. Max Weber

Collins, R. and Makowsky, M. *The Discovery of Society*

Craib, I. *Classical Social Theory*

Gerth, H. and Mills, C. W. (ed.) *From Max Weber*

Giddens, A. *Capitalism and Modern Social Theory*

Hughes, J. A, Martin, P. J., and Sharrock, W. W. *Understanding Classical Sociology*

Kasler, D. *Max Weber*

Mommsen, W. *The Age of Bureaucracy*

Morrison, K. *Marx, Weber, Durkheim*

Parkin, F. *Max Weber*

Ritzer, G. *Sociological Theory*

Wrong, D. *Max Weber*

**19 March (6) Durkheim**

**Reading for Tutorial:**

Giddens, A. 1978. *Durkheim*

**Additional Readings:**

Collins, R. and Makowsky, M. *The Discovery of Society*

Craib, I. *Classical Social Theory*

Durkheim, E. *The Division of Labour in Society*

Fenton, S. *Durkheim and Modern Sociology*

Giddens, A. *Capitalism and Modern Social Theory*

Giddens, A. *Emile Durkheim: Selected Writings*

Giddens, A. *Durkheim*

Hughes, J. A, Martin, P. J., and Sharrock, W. W. *Understanding Classical Sociology*

Jones, R. A. *Emile Durkheim*

Lukes, S. *Emile Durkheim: His Life and Work*

Lukes, S. *Emile Durkheim*

Morrison, K. *Marx, Weber, Durkheim*

Ritzer, G. *Sociological Theory*

Thompson, K. *Emile Durkheim*

Zeitlin, I. *Ideology and the Development of Sociological Theory*

**Block Two – What causes social change?**

**24 March (7) Globalisation**

**Reading for Tutorial:**

Holton, R. 2005. "Globalization"

**Additional Readings:**

Castells, M. *The Information Age.*

Cohen, R. and Kennedy, P. M. *Global Sociology.*

Hayden, P. and el-Ojeili, C. *Critical Theories of Globalization.*

Held, D. *A Globalizing World?*

Held, D. et al. *Global Transformations*.  
Held, D. and McGrew, A. *Globalization/Antiglobalization*  
Lechner, F. J. and Boli, J. *The Globalization Reader*  
Scholte, J. A. *Globalization*  
Steger, M. *Globalization*.  
Waters, M. *Globalization*

**26 March (8) Post-Modernity?**

**Reading for Tutorial:**

Clarke, S. 2006. "Postmodernism, Postmodernity, Hyperreality"

**Additional Readings:**

Bilton, T. et al. *Introductory Sociology*, Chapter 19  
Elliott, A. *Modern Social Theory*.  
Harrington, A. *Modern Social Theory*.  
Kumar, K. *From Post-Industrial to Post-Modern Society*.  
Lyon, D. *Postmodernity*  
McLennan, G. et al. *Exploring Society*, Chapter 16  
Ritzer, G. *The Blackwell Encyclopaedia of Sociology*.  
Seidman, S. *Contested Knowledge*, Part four  
Sim, S. *Irony and Crisis*.  
Smart, B. *Postmodernity*.

**31 March (9) Professionalisation**

**Reading for Tutorial:**

Chamberlain, J.M. (2013) "Sociological deconstructions I: Critiquing medical autonomy and altruism", in *The Sociology of Medical Regulation*

**Additional Readings:**

Dew, K. *Borderland Practices*. University of Otago Press: Dunedin  
Dingwall, R. *Essays on Professions*, Chapter 2  
Glover, J. and Kirton, G. *Women, Employment and Organizations*  
Larkin, G. *Occupational Monopoly and Modern Medicine*

Volti, R. *An Introduction to the Sociology of Work and Occupations*

Witz, A. *Professions and Patriarchy*

**2 April (10) Medicalisation**

**Reading for Tutorial:**

Dew, K. & Kirkman, A. (2002) in *Sociology of Health in New Zealand*, Chapter 6

**Additional Readings:**

Clarke, Adele et al (eds) (2010) *Biomedicalization: Technoscience, health and illness in the U.S.* Durham: Duke University Press

Conrad, P. (2007) *The medicalization of society: On the transformation of human conditions into treatable disorders.* Baltimore: John Hopkins University Press

Foucault, M. 1971. *Madness and Civilisation: A History of Madness in an Age of Reason.* Tavistock, London

Gabe, J. et al (eds.). 1994. *Challenging medicine.* London: Routledge

Mckeown, T. 1979. *The role of medicine.* Oxford: Basil Blackwell

Petersen, A. and Lupton, D. 1996. *The new public health: Health and self in the age of risk.* St Leonards: Allen & Unwin.

Riessman, C. 1998. 'Women and medicalization: A new perspective.' In *The Politics of Women's Bodies* (ed. R. Weitz). Oxford University Press, Oxford, pp. 46-63.

White, K. 2002 'The Social Construction of Medical Knowledge" in *An introduction to the sociology of health and illness.* Sage: London

**Mid-term Break: 3 April – 19 April**

**21 April (11) Science and Society**

**Reading for Tutorial:**

Gilbert, N. & Mulkay, M. 1984. *Opening Pandora's Box: A Sociological Analysis of Scientists' Discourse*, Chapter 3

**Additional Readings:**

Collins, H. & Pinch T. *The golem: what everyone should know about science*. Cambridge: Cambridge University Press

Dew, K. and R. Fitzgerald (eds) *Challenging Science*

Jasanoff, S. 1995. *Handbook of Science and Technology Studies*

Latour, B. 1987. *Science in action: How to follow scientists and engineers through society*

Merton, R. *The Sociology of Science*, Chapter 13

Porter, T. *Trust in numbers*

Yearley, S. *Making sense of science*

**23 April (12) Technology**

**Reading for Tutorial:**

Kirkpatrick, Graeme (2008) Chapter 3 'Modernity Theory' in *Technology and Social Power*, Houndmills: Palgrave Macmillan.

**Additional Readings:**

Bauman, Z. and May, T. *Thinking Sociologically* Chapter nine.

Bunton, R. and Petersen, A. *Genetic Governance*

Calhoun, C et al *The Sage Handbook of Sociology* Chapter 31

Collins, H. and Pinch, T. *The Golem at Large: What You Should Know About Technology* Chapter 2

Dew, K. and Fitzgerald, R. (eds) *Challenging Science* Chapters 3, 13 and 14

Dew, K. and Kirkman, A. *Sociology of Health in New Zealand* Chapter 13

Kirkpatrick, G. *Technology and Social Power*.

Matthewman, S. (2011) *Technology and Social Theory*

**Block Three – What causes social conflict?**

**28 April (13) Risk and Trust**

**Reading for Tutorial:**

Scott, A. and Tipene-Matua, B. (2004) "Cultural conflict and new biotechnologies: What is at risk?" In Dew, K. and Fitzgerald, R. (eds.) *Challenging Science: Issues for New Zealand Society in the 21<sup>st</sup> Century*

**Additional Readings**

Beck, U. *Risk Society*

Beck, U. *Ecological Politics in an Age of Risk*

Calhoun, C et al (eds) *Contemporary Sociological Theory* Chapter 18



Dew, K. and Fitzgerald, R. (eds) *Challenging Science* Chapters 11 and 12  
Giddens, A. *Modernity and Self-Identity* Chapter four.

**30 April (14) New Social Movements**

**Reading for Tutorial:**

McLennan, G., Ryan, A. and Spoonley, P. 2004 Chapter 14 "Social Movements" in *Exploring Society*

**Additional Readings:**

Furze, B. et al *Sociology in Today's World* Chapter 9

Cohen, R. and Kennedy, P. *Global Sociology* Chapter 16

Touraine, A. *Can We Live Together* Chapter 3

el-Ojeili, C. *Politics, Social Theory, Utopia and the World System*, Chapter 7

**5 May (15) State, Power and Surveillance**

**Reading for Tutorial:**

Lyon, D. (2003) "Surveillance as social sorting: computer codes and mobile bodies. In D. Lyon (ed.) *Surveillance as Social Sorting: Privacy, Risk and Digital Discrimination*

**Additional Readings:**

Bilton, T. et al *Introductory Sociology* Chapter 8

Foucault, M. *Discipline and Punish*

Furze, B. et al *Sociology in Today's World* Chapter seven.

Poster, M. (2006) *Information please: culture and politics in the age of digital machines*. Durham: Duke University Press

**7 May (16) Inequality**

**Reading for Tutorial:**

Bradley, H. 1995. "Changing Social Divisions"

**Additional Readings:**

Bilton, T. et al. *Introductory Sociology*, Part 2

Braham, P. and Janes, L. (eds) *Social Differences and Divisions*  
Giddens, A. *Sociology*, Chapters 7 and 8  
McLennan, G. et al. *Exploring Society*, Chapters 4, 8, 11  
Turner, B. S. *Equality*

**12 May (17) Violence**

**Reading for Tutorial:**

Malasevic, S. 2010. From *The Sociology of War and Violence*.

**Additional Readings:**

De Vries, H. and Weber, S. (eds) *Violence, Identity, and Self-Determination*

Giddens, A. *Sociology*, Chapter 11

Giddens, A. (ed.) *Human Societies*, Part 8

Keane, J. *Reflections on Violence*

Newman, G. *Understanding Violence*

**14 May (18) Imperialism**

**Reading for Tutorial:**

Webster, A. 1990. from *Introduction to the Sociology of Development*; and Hulme, D. and Turner, M. M. 1990. from *Sociology and Development*.

**Additional Readings:**

Chiot, D. *Social Change in the Twentieth Century*

Harrison, D. *The Sociology of Modernization and Development*

Hoogvelt, A. M. *The Sociology of Developing Societies*

Long, N. *An Introduction to the Sociology of Rural Development*

Preston, P. W. *Making Sense of Development*

**Block Four – Who am I? What is normal?**

**19 May (19) Identity**

**Reading for Tutorial:**

Jenkins, R. 2008. From *Social Identity* (Third Edition); and Lawler, S. 2008. From *Identity: Sociological Perspectives*.

**Additional Readings:**

Bauman, Z. *Identity*

Castells, M. *The Information Age – The Power of Identity*

Maalouf, A. *On Identity*

Weedon, C. *Identity and Culture*

Woodward, K. *Identity and Difference*

**21 May (20) Self and Socialisation**

**Reading for Tutorial:**

Furze, B et al. 2008. "Socialisation"

**Additional Readings:**

Bilton, T. et al. *Introductory Sociology*, Chapters 1, 8, 11, 15

Browne, K. *An Introduction to Sociology*, Chapter 5

Giddens, A. *Sociology*, Chapter 3

Grusec, J. E. and Hastings, P. D. (eds) *Handbook of Socialization Theory and Research*

**26 May (21) Deviance**

**Reading for Tutorial:**

Lloyd, M. 2007. "Straying, Deviance", in Matthewman, S. et al (eds.) *Being Sociological*

**Additional Readings:**

Downes, D. and Rock, P. *Understanding Deviance*

Furze, B. et al *Sociology in Today's World* Chapter 16

Jenks, C. *Transgression*, Chapter two.

McLennan, G. et al *Exploring Society* Chapter 13

Scheff, T. *Being Mentally Ill*

Tombs, S. and Whyte. D. (2004) *Safety Crimes*

Traub, S. and Little, C. *Theories of Deviance*.

**28 May (22) Everyday Life**

**Reading for Tutorial:**

Goffman, E (2006) "On face-work", In Massey, G. (ed.) *Readings for Sociology*

**Additional Readings:**

Bell, C (ed) *Sociology of Everyday Life in New Zealand*

Bennett, T. and Watson, D. *Understanding Everyday Life.*

Bilton, T. et al. *Introductory Sociology*, Chapters 18.

Collins, R. and Makowsky, M. *The Discovery of Society* Chapter 13.

Cuff, E. et al *Perspectives in Sociology* Chapter six.

Furze, B. et al *Sociology in Today's World* Chapter five.

Goffman, E. *The Presentation of Self in Everyday Life*

Miller, T. and McHoul, A. *Popular Culture and Everyday Life*

**2 June (23) Ideology**

**Reading for Tutorial:**

Thompson, K. 1991 From Chapter 7 "Religion, Values and Ideology" in Bocock, R. & Thompson, K. (eds) *Social and Cultural Forms of Modernity*. Cambridge: Polity Press

**Additional Readings:**

Althusser, L. (2004/1971) Ideology and the Ideological State Apparatuses. In Charles Lemert (ed.) *Social theory: the multicultural and classical readings*. Boulder: Westview, pp. 317-321.

Eagleton, T. (2007) *Ideology: an introduction*. London: Verso.

Herman, E. & Chomsky, N. (1994) *Manufacturing consent: the political economy of the mass media*. London: Vintage

Kotarba, J. and Vannini, P. 2009 Chapter 4 "The Community and Polity" in *Understanding Society through Popular Music*

Thompson, J.B. (1990) *Ideology and modern culture: critical social theory in the era of mass communication*. Cambridge: Polity.

**4 June (24) Conclusion: Overview/Exam Preparation**

**Office use only**

Date Received:

**School of Social and Cultural Studies**  
**Te Kura Mahinga Tangata**

**CULTURAL ANTHROPOLOGY**  
**CRIMINOLOGY**  
**SOCIOLOGY & SOCIAL POLICY**

# Assignment Cover Sheet

*(please write legibly)*

**Full Name:** \_\_\_\_\_  
*(Last name)* *(First name)*

**Student ID:** \_\_\_\_\_ **Course (eg ANTH101):** \_\_\_\_\_

**Tutorial Day:** \_\_\_\_\_ **Tutorial Time:** \_\_\_\_\_

**Tutor's name:** \_\_\_\_\_

**Assignment Due Date:** \_\_\_\_\_

**CERTIFICATION OF AUTHENTICITY**

*I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.*

*Signed:* \_\_\_\_\_ *Date:* \_\_\_\_\_